



Campobello Gramling School

250 Fagan Ave.
Campobello, SC 29322

Grades	PK-8 Elementary School	
Enrollment	726 Students	
Principal	John Hodge	864-472-9110
Superintendent	Dr. Ronald W. Garner	864-472-2846
Board Chair	Mr. Travis Sloan	864-472-2846

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Good	Good
2009	Average	Average
2008	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

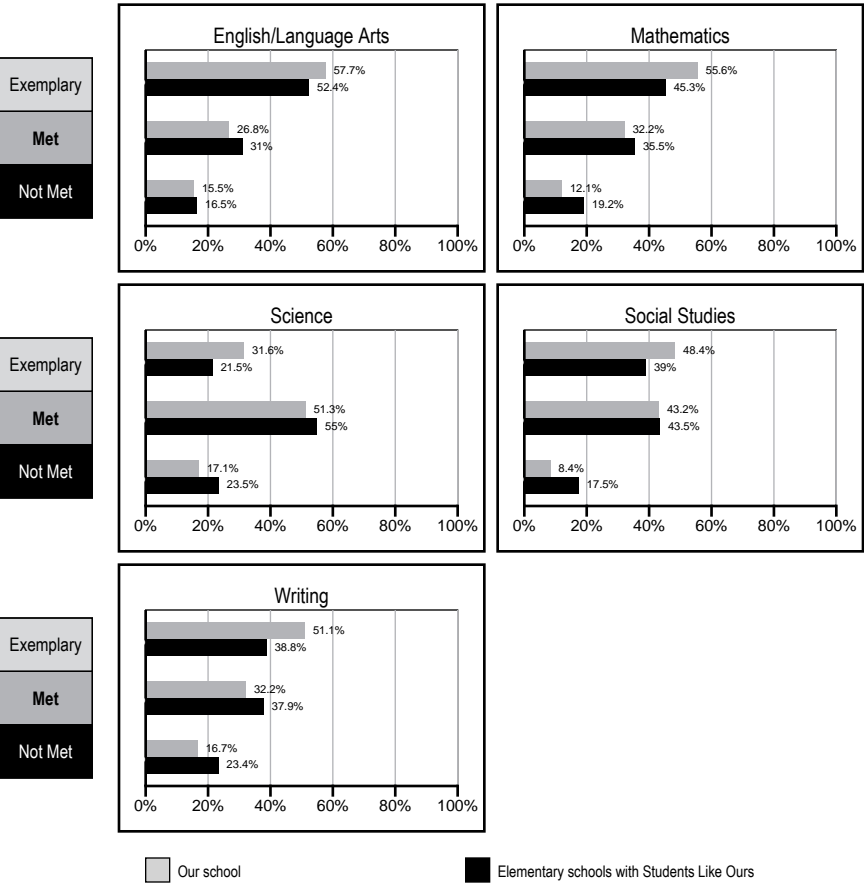
97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
37	23	6	1	0

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=726)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Up from 0.0%	0.6%	1.0%
Attendance rate	96.6%	Up from 95.9%	96.9%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	82.6%	Down from 85.4%	63.9%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	95.0%	Up from 94.1%	90.0%	88.7%
Teacher attendance rate	95.0%	Down from 95.5%	95.0%	95.1%
Average teacher salary*	\$50,942	Up 2.3%	\$49,205	\$47,210
Professional development days/teacher	14.6 days	No Change	10.1 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 18.5 to 1	20.7 to 1	20.0 to 1
Prime instructional time	90.8%	Down from 91.0%	90.7%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 95.8%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,992	Down 2.1%	\$6,765	\$7,247
Percent of expenditures for instruction**	71.0%	Down from 71.8%	69.8%	68.2%
Percent of expenditures for teacher salaries**	69.8%	Down from 70.6%	68.0%	65.7%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Campobello Gramling School completed the 2011-2012 school year with many accomplishments. Academically, Five eighth grade students were recognized as South Carolina Junior Scholars, and three seventh grade students were named Duke Tip Scholars. Two students were selected to attend the Scholars Academy program at the University of South Carolina Upstate for the 2012-2013 school year. In addition, one hundred percent of the eighth grade Algebra I class passed the End of Course testing. Campobello Gramling School received the Palmetto GOLD award for absolute PASS scores and a SILVER award for Closing the Achievement Gap during the 2010-2011 school year.

Our related arts classes continue to offer award-winning programs. In seventh and eighth grades, CGS band students participated in 15 events in the Solo & Ensemble Festival in May. They earned twelve Superior ratings, two Excellent ratings and one Good rating. Nineteen medals were earned by individuals for Superior performance and twenty-three certificates were earned for Superior and Excellent performance. The CGS middle school chorus participated with Landrum Middle School at the Carowinds Choral Festival and the mixed chorus received a Superior rating and the treble chorus earned an Excellent rating. Our art program continues to earn awards in all grade levels and on national, state and local levels.

The faculty and staff of Campobello Gramling School seeks to support charitable causes and encourages our students to do the same. This year CGS raised money for March of Dimes (\$1000) and Relay for Life(\$5500), and collected more than 7000 canned goods for those in need. In total, the faculty, staff and students of CGS raised over \$6500 for charities. This could not be done without the generous support of our community.

Teachers participated in a variety of staff development opportunities including study groups, literacy training, vertical articulation and the beginning stage of implementation of the Common Core State Standard. Our fourth grade teacher worked on a partnership with the Spartanburg Writing Project, which focused on integrating literacy into all subject areas, writing, and implementing a writer's workshop approach in language arts classrooms. Through this initiative, teachers worked with a consultant who provided staff development, modeled classroom lessons, planned instruction with teachers and provided opportunities for students to practice their writing skills in all content areas. Our instructional coach continued to provide teachers with ongoing support throughout the year. An area of special emphasis this year is a continued effort to implement our school (SACS) goals, which include: Improving School Communication, Improving Student Achievement for All Students, and Enhancing Staff Development to Improve Instructional Effectiveness. We meet monthly to discuss, revise, design, and implement strategies to address these goals. It is our continued commitment to do so for the success of our students and Campobello Gramling School.

Sincerely,
John M. Hodge Principal
Carey Ballew SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	89	92
Percent satisfied with learning environment	100.0%	89.9%	93.2%
Percent satisfied with social and physical environment	100.0%	88.6%	88.9%
Percent satisfied with school-home relations	100.0%	95.5%	88.9%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	95.4
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Campobello Gramling School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	681.1	678.0	647.9	663.5	99.6	99.8
Male	677.0	679.2	653.1	665.1	100.0	100.0
Female	685.6	676.7	642.7	661.9	99.2	99.6
White	683.0	679.2	648.9	665.4	99.5	99.8
African American	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	617.1	603.3	594.7	612.9	98.1	100.0
Limited English Proficient	659.3	668.5	637.6	662.6	100.0	100.0
Subsidized meals	667.2	666.6	631.0	654.2	99.6	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	76	100	4.2	23.6	72.2	95.8
	4	88	100	19.3	47	33.7	80.7
	5	84	100	23.5	27.2	49.4	76.5
	6	72	100	15.7	32.9	51.4	84.3
	7	71	100	15.5	31	53.5	84.5
	8	89	100	16.9	26.5	56.6	83.1
2012	3	76	100	10.7	8	81.3	89.3
	4	79	98.7	11	34.2	54.8	89
	5	91	100	22.2	36.7	41.1	77.8
	6	85	100	21.7	21.7	56.6	78.3
	7	77	98.7	16.9	35.2	47.9	83.1
	8	77	100	13.7	34.2	52.1	86.3
Mathematics							
2011	3	76	100	12.5	29.2	58.3	87.5
	4	88	100	12	45.8	42.2	88
	5	84	100	21	27.2	51.9	79
	6	72	100	21.4	37.1	41.4	78.6
	7	71	100	15.5	50.7	33.8	84.5
	8	89	100	13.3	28.9	57.8	86.7
2012	3	76	100	10.7	21.3	68	89.3
	4	79	100	8.1	37.8	54.1	91.9
	5	91	100	16.7	36.7	46.7	83.3
	6	85	100	18.1	31.3	50.6	81.9
	7	77	98.7	18.3	46.5	35.2	81.7
	8	77	100	19.2	46.6	34.2	80.8
Science							
2011	3	38	100	22.9	42.9	34.3	77.1
	4	88	100	10.8	65.1	24.1	89.2
	5	42	100	19.5	39	41.5	80.5
	6	36	100	16.7	55.6	27.8	83.3
	7	71	100	8.5	49.3	42.3	91.5
	8	44	100	9.3	37.2	53.5	90.7
2012	3	39	100	28.2	35.9	35.9	71.8
	4	79	100	13.3	61.3	25.3	86.7
	5	45	97.8	13.6	47.7	38.6	86.4
	6	42	100	21.4	40.5	38.1	78.6
	7	77	98.7	15.3	43.1	41.7	84.7
	8	39	100	22.2	25	52.8	77.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	38	100	10.8	37.8	51.4	89.2
	4	88	100	18.1	56.6	25.3	81.9
	5	42	100	12.5	25	62.5	87.5
	6	37	100	14.3	60	25.7	85.7
	7	71	100	29.6	36.6	33.8	70.4
	8	45	100	17.5	20	62.5	82.5
2012	3	37	100	8.3	30.6	61.1	91.7
	4	79	100	1.3	48	50.7	98.7
	5	46	97.8	20.5	45.5	34.1	79.5
	6	43	100	17.1	51.2	31.7	82.9
	7	77	98.7	31.9	31.9	36.1	68.1
	8	38	100	5.4	27	67.6	94.6
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	83	100	19.8	28.4	51.9	80.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	87	100	21.7	38.6	39.8	78.3
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	91	100	16.7	32.2	51.1	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	79	100	18.4	35.5	46.1	81.6

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